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Paper title: "AKMI as a Tool for Promoting Educational Equity in Indonesian Madrasah"

This study examines literacy achievements in eight Madrasahs Aliyah (MA) in Riau, Indonesia, using data from the Asesmen Kompetensi Madrasah Indonesia (AKMI). Employing a mixed-methods approach, the research integrates quantitative analysis, including descriptive statistics and correlation studies, with qualitative insights derived from interviews and observations. The results reveal balanced literacy performance across dimensions, with Sociocultural Literacy achieving the highest mean score ($M = 129.63$) and Numeracy Literacy the lowest ($M = 127.75$). Strong interrelations are observed among literacy dimensions, particularly between Numeracy Literacy and Sociocultural Literacy ($r = 0.871$, $p = 0.005$), emphasizing the interconnected nature of these competencies. Reading Literacy demonstrates significant correlations with both Numeracy Literacy ($r = 0.836$, $p = 0.010$) and Science Literacy ($r = 0.825$, $p = 0.012$), highlighting its foundational role in supporting other domains. The qualitative findings underscore the practical utility of AKMI results in shaping classroom strategies and curriculum design, particularly through data-driven interventions tailored to address disparities and improve literacy outcomes. The study positions AKMI as a diagnostic tool for identifying strengths and gaps in literacy, contributing to the broader goal of educational equity. Limitations include the study's geographic focus and the absence of longitudinal data, which restricts insights into long-term trends. Future research should explore broader regional implementations, integrate longitudinal approaches, and leverage technology-based solutions to enhance literacy learning. These directions will contribute to developing targeted interventions and achieving equitable educational outcomes across diverse Indonesian contexts.